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ABSTRACT

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 5 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 5 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health"; (8) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

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Curriculum Handbook *for* **Parents**

1997–1998

GRADE **5**

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Message from the
Minister of Education

While students are at the centre of the education system, you, as parents are a vital partner. Your involvement in your child's education is critical to his or her success. To be the pathfinder, to help your child, you need to know what s/he is learning and when.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is a clear outline of what we expect our students to learn at each stage of their education. When you know what is expected at school, you can provide the home support students need. By reading about what your student is learning at school and discussing it at home, you do more than learn what is happening at school. You show your child that you value education.

This is the second edition of the handbook series. It reflects suggestions of parents, teachers and other education partners. I would like to thank those people whose comments helped us improve this edition.

I also would like to thank the eight school boards who worked on the development of the original handbooks – Edmonton Public, Edmonton Separate, Elk Island, Sturgeon, St. Albert Protestant, Greater St. Albert Catholic, Sherwood Park Separate and Black Gold.

Gary G. Mar, Q.C.
Minister of Education
M.L.A., Calgary Nose Creek

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Introduction to the Grade 5 Handbook

This handbook provides parents with information about the Grade 5 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 5 curriculum. It is based on the Alberta Education *Program of Studies: Elementary Schools*. The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 5 is available in all Alberta elementary schools.

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Introduction

TO THE ELEMENTARY SCHOOL CURRICULUM

Alberta Education specifies what all students in Grade 1 to Grade 6 are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.

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What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Education and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Education in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Education publication called, *Parent Guide to Provincial Achievement Testing*. Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Education's Student Evaluation Branch by calling 403–427–0010 or, outside of Edmonton, dial 310–0000 to be connected toll free.

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Language Arts

Throughout elementary school, students are expected to use language to learn, and learn to use language. Language is an integral part of learning, and takes place in and across all subject areas. Student performance in all subject areas is influenced by competency in language arts.

As students move from grade to grade, they use the language skills they have already learned through reading, writing, listening, speaking and viewing to increase their knowledge and skills of language. Opportunities are provided for students to use those skills in a new context and with more challenging learning materials. In language arts, students will demonstrate increasing confidence and improve their abilities to use language to explore, construct and communicate meaning.

By the end of Grade 5, students are expected to:

- select topics of interest, and write about them
- recognize semicolons and quotation marks as cues in their reading
- use linking techniques, such as compare/contrast and logical reasoning
- use a variety of sentence structures, for example, compound and complex sentences
- use conventional formats for formal letters
- use previously learned prefixes to understand new words
- recognize and understand commonly used expressions
- distinguish fact from opinion and relevant from irrelevant information
- detect bias, prejudice and stereotyping
- recognize techniques used by writers and speakers to create humour
- recognize and use clues that affect the outcome of a story
- provide support for the ideas they introduce in their writing and speaking
- revise their writing
- create a table of contents with headings, subheadings and a bibliography
- retell an experience from the perspective of those outside the incident
- develop and present a logical argument
- compose stories that describe the feelings and actions of the main character.

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Mathematics

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

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Number

By the end of Grade 5, students will:

- Demonstrate a number sense for whole numbers 0 to 100 000, and explore proper fractions and decimals.

Sample Student Tasks

- Tony drew these five number cards . . . [1] [3] [0] [2] [3]
  Use all of the five cards to show the following:
  the greatest possible number
  the least possible number
  three other possible numbers.
  Write two of these numbers in words.
  Rewrite your numbers in order from least to greatest.

- With the help of fractional strips or segmented circles, put the following fractions into order of increasing size:

  $\frac{5}{6}, \frac{2}{3}, \frac{3}{8}, \frac{2}{4}$,

- Apply arithmetic operations on whole numbers and decimals, and illustrate their use in creating and solving problems.

Sample Student Tasks

- You have this amount of change:
  2 dollar coins, 5 quarters, 13 dimes, 6 nickels and 14 pennies.
  These items are for sale:

Pen	$1.95
Note pad (large)	1.89
Note pad (small)	1.19
Pencil	.59

  Use this information to make up a problem.

- Let a flat represent 1 unit. Let a long represent 0.1 units. Let a centicube represent 0.01 units.
  Use the blocks to explain the meaning and solution to this expression:

  4×1.34

  Use your solution to mentally calculate the following:
  8×1.34
  16×1.34
  2×1.34

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- Using only the [2], [+], [−], [×] and [÷] keys on your calculator, make the display read 13.

Patterns and Relations

By the end of Grade 5, students will:

◆ Construct, extend and summarize patterns, including those found in nature, using rules, charts, mental mathematics and calculators.

Sample Student Tasks

- Use stir sticks to copy these triangular shapes. Build the next three shapes. How many stir sticks are needed to build five triangles?

Copy this chart. Complete the chart to record the number of Δs and the matching number of stir sticks in your constructions. Predict the number of stir sticks needed to make 75 triangles. Explain how you arrived at your solution.

Number of triangles	1	2	3							10		75
Number of sticks	3											

- The community centre was charging $1.00 to see a movie. $25.00 was collected on the first day. $17.00 more was collected on the second day than on the first day. After two days the club had collected $67.00 in all. On the third day, $17.00 more than the second day was collected. If the pattern continues, on what day will the club have collected at least $500.00?

	Day 1	Day 2		
Day's collection ($)	25			
Total collected ($)	25	67		

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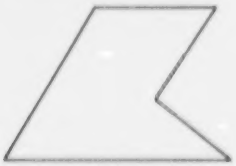
Shape and Space

By the end of Grade 5, students will:

- Use measurement concepts, appropriate tools and results of measurements to solve problems in everyday contexts.

Sample Student Tasks

- Determine the perimeter of the figure below.



- Monique used square tiles to construct a rectangle with a perimeter of 20 cm and an area of 21 cm^2.
  What are the dimensions of the rectangle? Use only whole numbers of centimetres for your answers.
  She decides to keep the perimeter at 20 cm. Predict what will happen to the area of her rectangle, if she increases the length of her rectangle and if she decreases the length of her rectangle.
  Outline and cut all possible rectangles with a perimeter of 20 cm. Check your predictions.
- Supermarkets order groceries in large lots. About how many packages are there in:
  1 t of cookies, packed in 400 g packages
  1 kg of spices, packed in 5 g packages?
  Explain your reasoning.

- Use visualization of 3-dimensional objects and 2-dimensional shapes to solve problems related to spatial relations.

Sample Student Tasks

- What other information do you need to know so that you and a friend can draw the same triangle, if all you know is that one side must be 2 cm and another is 3 cm?

- Describe motion in terms of a slide, a turn or a flip.

Sample Student Tasks

- Use tape to fasten two different regular pattern block pieces together. Will the new shape tessellate a surface? If so, did you use slides, turns or flips? Try different pairs of blocks, then create and colour a tessellation with your favourite block combination.

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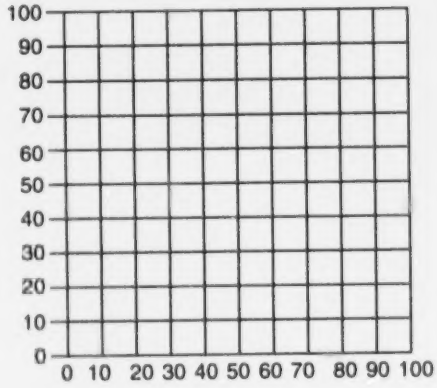
◆ Use coordinates to describe the positions of objects in two dimensions.

Sample Student Tasks

- Plot the points on the grid.
  A (10, 30)
  B (60, 20)
  C (80, 90)
  Join the points to outline a shape. What different ways do you know to describe the shape?



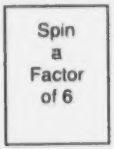
Statistics and Probability

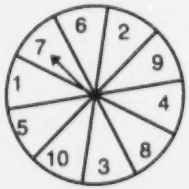
By the end of Grade 5, students will:

◆ Develop and implement a plan for the collection, display and interpretation of data to answer a question.

Sample Student Tasks

- Wui-Ching needs to spin a 6, or any of its factors, to win a game.





On a tally chart, record the data from at least 50 spins. Show all your data on a frequency diagram. Do you think Wui-Ching is more likely to win or lose the game? Why?

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- Predict outcomes, conduct experiments and communicate the probability of single events.

Sample Student Tasks

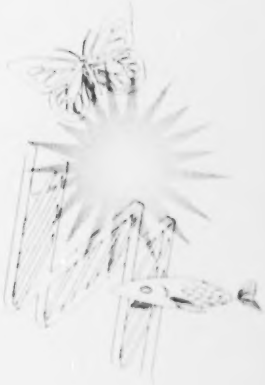
- Yvon tossed 20 tacks. 13 tacks landed on their points. He uses the fraction $\frac{13}{20}$ to describe the probability of tossing "points."

Top

Point

Yvon says he can now predict 39 "points," if he tosses 60 tacks. Explain his reasoning. Conduct an experiment to test Yvon's prediction. Compare your results with his prediction. Start a new experiment. Toss the tacks to establish the probability of landing "tops." Use your fraction to predict tossing "tops," and conduct an experiment to check your prediction. Compare your results with your expectations. If you continue to conduct experiments with tacks, will you improve your ability to toss exactly the number you predict? Why?

Science



Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need, using available materials.

By the end of Grade 5, students are expected to:

- recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements
- design and carry out an investigation of a practical problem, and develop a possible solution.

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways.

Five topics are identified for Grade 5.

Electricity and Magnetism

Students learn about electricity by building and testing circuits. Using batteries, bulbs and wires, students construct simple circuits and test the effects of various modifications. Through such tests, they discover that a circuit requires a closed pathway for electricity and that some materials conduct electricity and others do not. They learn that an electric current can affect a nearby magnet and that this property of electricity is used in making electromagnets and motors. Potential dangers are examined, as students learn about the safe use of electricity.

By the end of Grade 5, students are expected to:

- demonstrate safe methods for the study of magnetism and electricity
- identify methods for measurement and control
- apply techniques for evaluating magnetic and electrical properties of materials.

Mechanisms Using Electricity

Students build electrical devices for a variety of purposes, using knowledge gained in the previous topic. Tasks that students are assigned may include such things as making a switch from scrap materials, making a device to control the speed of a motor, making a burglar alarm and lighting three bulbs from one source. Through work on these tasks, students learn the role of various components and control devices that are part of an electrical system. At the same time, they develop skills of problem solving and teamwork.

By the end of Grade 5, students are expected to:

- construct simple circuits
- apply an understanding of circuits to the construction and control of motorized devices.

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Classroom Chemistry

Students learn about the properties and interactions of some safe-to-handle household liquids and solids. They test a variety of materials to see what happens when things are mixed together: what dissolves, what reacts and what remains unaffected. They discover that when a solid material dissolves, it can be recovered as a crystal by evaporating the liquid. They also learn that when two materials react to form a new material, the original materials cannot be recovered. As an example of a chemical reaction, students learn to produce carbon dioxide gas and show that this gas differs from ordinary air.

By the end of Grade 5, students are expected to:

- describe the properties and interactions of various household liquids and solids, and interpret their interactions.

Weather Watch

Students learn about weather phenomena and the methods used for weather study. They learn to measure temperatures, wind speed and direction, the amounts of rain and snow, and the amount of cloud cover. In studying causes and patterns of air movements, students learn about the effects of uneven heating and cooling and discover the same patterns of air movement in indoor environments as are found outdoors. They also learn about human actions that can affect weather and climate and study the design and testing of clothing used as protection against the weather.

By the end of Grade 5, students are expected to:

- observe, describe and interpret weather phenomena
- relate weather to the heating and cooling of Earth's surface
- investigate relationships between weather phenomena and human activity.

Wetland Ecosystems

Students learn about wetland ecosystems by studying life in a local pond, slough, marsh, fen or bog. Through classroom studies and studies in the field, students learn about organisms that live in, on and around wetlands, and about adaptations that suit pond organisms to their environment. Through observation and research, students learn about the interactions among wetland organisms and about the role of each organism as part of a food web. The role of human action in affecting wetland habitats and populations is also studied.

By the end of Grade 5, students are expected to:

- describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.

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Social Studies

In social studies, students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in Canada and other countries. The focus of the Grade 5 social studies program is Canada: its history, geography and people, and its links with other countries.

Three topics are identified for Grade 5.

Canada: Its Geography and People

Students learn about the human and physical geography of Canada. The study includes people in Canada: where they live, how they make their living and how they relate to their environment. Students should develop an awareness of the diversity in Canada's physical geography and an understanding of the role geography plays in determining where and how Canadians live.

By the end of Grade 5, students are expected to:

- understand and appreciate that environment plays a major role in determining where and how people in Canada live
- locate, organize and summarize information from a variety of sources
- demonstrate ability to use a variety of maps and globes
- demonstrate ability to interpret information from a variety of sources
- draw conclusions about how physical characteristics affect natural resources, occupations, population distribution and transportation
- understand and appreciate how Canadians have adapted to their environment.

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Early Canada: Exploration and Settlement

Students investigate some of the historical events relating to the exploration and settlement of New France and the Hudson Bay area. Major emphasis is placed on the contact among Natives, explorers, missionaries and settlers in these two areas.

By the end of Grade 5, students are expected to:

- understand that exploration and settlement cause groups to influence each other, changing the way people live
- distinguish between fact and fiction
- use library skills to locate and choose resources
- classify and arrange information
- record events on a timeline
- use maps and globes to explain how geography has influenced historical events
- identify different perspectives of Natives, explorers and other groups
- role play historical events
- present information, orally and in writing, about the history of Canada
- summarize main points in oral and written presentations
- participate in small group discussions
- appreciate the accomplishments of Natives, explorers, settlers and missionaries.

Canada's Links with Other Countries

Students examine how Canada is linked to the United Kingdom, France and the United States. They briefly examine the links that existed in the exploration and settlement period and then focus on an in-depth examination of several links that exist today.

By the end of Grade 5, students are expected to:

- understand that links established through interaction with other countries influence the way Canadians live
- select information from a variety of sources
- gather information from a variety of sources, including interviews or surveys
- complete a simple outline as a data-gathering procedure
- compare information from two or more sources; and then organize the information in a chart or graph
- plot information on maps
- use map symbols to locate places being studied
- analyze how Canada's interaction with another country influences our lives
- write an editorial, stating a point of view about our links with another country
- contribute to various functions of group work.

Physical Education

Physical education programs foster active, healthy lifestyles that enable students to recognize the importance of accepting responsibility for their physical, social and emotional well-being. Students in a well-balanced physical education program are provided with learning opportunities in seven dimensions of activity: physical fitness, games, gymnastics, dance, outdoor pursuits, aquatics, and track and field. The expectations for physical education are generally the same for students in grades 4, 5 and 6. Students are expected to demonstrate increased levels of performance over the three years.

Physical Fitness

Students are expected to:

- understand the effects of exercise on major muscles, bones and joints
- learn to assess personal fitness levels
- experience success and enjoyment through participation in physical fitness activities.

Games

Students are expected to:

- move into spaces to avoid others
- understand the difference between offence and defence
- cooperate in partner and small group situations.

Gymnastics

Students are expected to:

- understand safety principles as they apply to gymnastic activity
- appreciate the performance of self and others.

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Dance

Students are expected to:

- participate in a variety of rhythmic dance forms
- understand personal space and general space
- appreciate the aesthetics of dance.

Outdoor Pursuits

Students are expected to:

- apply and extend basic movement skills in outdoor pursuits
- understand applications of orienteering skills, such as using a compass to determine directions
- enjoy participation in outdoor games that require minimal organization.

Aquatics

Students are expected to:

- improve physical fitness through vigorous aquatic activities
- understand safety principles as they apply to activities in, on or near water.

At least one exposure to a swimming and water safety program is required during the elementary years.

Track and Field

Students are expected to:

- throw small objects for distance
- understand the basic techniques applied to running, jumping and throwing events
- demonstrate responsibility and cooperation through involvement in the track and field program.

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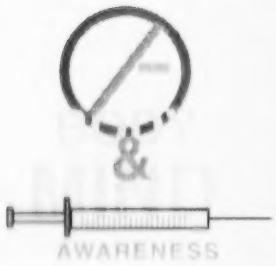
Health



Health education fosters the growth of knowledge, skills, attitudes and lifelong behaviours that will enable the student to assume responsibility for healthful living and personal well-being. The curriculum is organized around themes: self-awareness and acceptance, relating to others, life careers, body knowledge and care, and human sexuality. Parents decide if their child will participate in classes about human sexuality.

The child abuse prevention unit is an optional part of the health program. If this unit is offered in the school, parents decide if their child will participate.

Self-awareness and Acceptance

Students learn to consider and appreciate their self-worth and the self-worth of others. They learn about human emotions and positive ways of expressing them. They also learn about personal characteristics and how their personal actions and decisions influence their relationships with others.

By the end of Grade 5, students are expected to:

- recognize the effects of "put-ups" and "put-downs" on themselves and others
- be aware of feelings and be able to express them
- recognize that personality is developed and influenced by most human relationships
- be honest and reliable in a variety of situations.

Relating to Others

Students learn to appreciate the qualities of others. They learn how to develop and maintain healthful relationships, and they understand the importance of healthful relationships with others at school.

By the end of Grade 5, students are expected to:

- develop skills that promote open, genuine relationships
- become aware of the changing expectations of teachers and other adults.

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Life Careers

Students learn to recognize their abilities and the abilities of others, and to understand the importance of work, occupations associated with work, and activities that help them prepare for work.

By the end of Grade 5, students are expected to:

- develop greater awareness of how one's activities and interests relate to occupations
- understand that cooperation among workers is important
- observe the ways of living of various people in the community.

Body Knowledge and Care

Students learn about the structure, function and development of the body, and appreciate the importance of good nutrition to good health. As well, students appreciate factors that contribute to healthful growth, understand how sickness and disease can be prevented, understand safety practices, and appreciate threats and aids to personal health and safety in their community.

By the end of Grade 5, students are expected to:

- plan a balanced meal
- understand how strength, flexibility, agility and endurance develop through regular exercise to promote cardiovascular fitness
- describe the immediate and long-term effects of tobacco use.

Human Sexuality

Students are expected to understand the structure and function of the reproductive system, and to understand puberty and its associated changes. As well, they are expected to understand how human life is created.

By the end of Grade 5, students are expected to:

- understand that growth at puberty occurs in spurts
- accept one's own stage and level of development
- develop a basic knowledge of how reproduction occurs.

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Fine Arts

Art

In the art program, students are expected to learn visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

reflection – responding to visual forms in nature and designed objects

depiction – developing imagery based on observations of the visual world

composition – organizing images and their qualities in the creation of works of art

expression – using art materials to make a meaningful statement.

Students are expected to:

- analyze forms seen in nature and in man-made objects
- develop their own images of things that they see or imagine
- organize the images that they create
- use a variety of art materials
- use art for different purposes; for example, to illustrate stories, design fabrics and sculpt
- understand the contribution of art to our environment.

Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Students are expected to:

- develop flexible, free and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture
- recognize and reproduce the sounds of standard speech
- learn concepts of pitch, pace, pause, rate, intensity and volume

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- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy
- speak with an appreciation of the voice as an instrument
- develop appreciation for enjoyment of literature
- develop the ability to originate a dramatic story
- cooperatively build a drama to solve problems.

Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

By the end of Grade 5, students are expected to:

- identify musical instruments, major and minor chords, different voices, and the music of different composers
- move to various musical forms, show changes in tempo, perform simple folk dances, and plan body movements to illustrate rhythms and melodies
- sing in tune and sing folk, ethnic and seasonal songs
- sing rounds, descants and two-part songs
- play simple rhythms and accompaniments, and demonstrate skills on several instruments
- identify notes and rests
- recognize musical notation, and write rhythmic patterns
- create movements to demonstrate different forms of music, and create rhythms and melodies for poems and songs.

Languages Other Than English

French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in elementary schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In elementary schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

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The language content is based upon the concrete experiences of elementary students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1

- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2

- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3

- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

Beginning 1

The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast.

The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays.

Beginning 2

The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu.

The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.

Beginning 3

The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster.

The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community.

Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

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French Immersion

French immersion is a program in which French is the language of instruction for a significant part of the school day. This program is designed for students whose first language is not French. Several subjects, or possibly all of them when students are in grades 1 and 2, are taught in French. The curriculum is identical to that offered in the regular English program. The major difference is that it is taught in French.

In addition to learning what is identified for courses such as mathematics, science and health, French immersion students also want to acquire full mastery of the English language, functional fluency in French as well as an understanding and appreciation of the French culture. Graduates of a French immersion program are able and willing to participate with confidence and competence in French conversations on a variety of topics. Should they so wish, they are able to take further education as appropriate to their abilities and interests with French as the language of instruction. Finally, they are able to accept employment where French is the language of work.

French immersion students perform well in all subject areas on system-wide and provincial tests. This finding has been replicated many times not only in Alberta but across Canada.

A guide for parents of students in French Immersion, *Yes, You Can Help*, is available for purchase from the Learning Resources Distributing Centre at 403–427–2767 or, outside of Edmonton, dial 310–0000 to be connected toll free.

Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in their Blackfoot or Cree.

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Ukrainian

The Ukrainian bilingual program is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian.

Students are expected to:

- obtain specific information from teacher-selected sources
- recognize how to express personal feelings, ideas and opinions
- organize and present, effectively, information of interest to their peers
- share feelings; share and support ideas and opinions
- respond personally to a variety of literary forms
- use literature and other art forms to reflect creatively upon experiences of general interest
- recognize and be sensitive to differences or similarities in cultures
- recognize the contribution of the lifestyle of Ukrainians to the wider community.

Other Languages

Locally developed language courses are available for Arabic, Cantonese, German, Hebrew, Mandarin, Polish and Spanish. Contact your school board office for information about which language programs it offers.

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Feedback

Curriculum Handbook for Parents

Grade 5

We would like to know what you think about this handbook. Are you a:

_____ Parent

_____ Teacher (please indicate level) ___ Division 1, ___ Division 2, ___ Division 3

_____ School Administrator (please indicate level) ___ Division 1, ___ Division 2, ___ Division 3

_____ District Administrator

_____ Other (please specify) _____

1. I found this document:

   _____ extremely useful

   _____ useful

   _____ somewhat useful

   _____ not very useful.

2. What could be done to make this document more useful?

   _____

   _____

3. Other comments and suggestions:

   _____

   _____

   _____

Thank you for your feedback.

Please send your response to:

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